

FREQUENTLY ASKED QUESTIONS

FOR OTHER TECHNICAL ASSISTANCE QUESTIONS, NOT ADDRESSED IN THE FAQs, PLEASE CLICK HERE TO SUBMIT YOUR INQUIRY:

OTHER:

January 12, 2006

Q: I am ready to begin typing the Reading First Grant and wondered if there are any electronic forms that need to be completed?

A: There are no electronic forms to be completed online. Downloadable MS Word documents are available on the RF Homepage. There are four different documents available:

1. [Current Districts -- Continuation Proposals](#)
2. [Current Districts -- Expanding LEA Application](#)
3. [Reading First Subgrant Application Cycle II-A \(for First-time Applicants\)](#)
4. [Reading First Subgrant Application Cycle II-B \(for First-time Applicants\)](#)

There is also a downloadable School Profile template [School Profile Template](#)

I. NEED

November 8, 2005

Q: *How/where do we find out the next batch of LEAs that are eligible for RF?*

A: Districts will be notified this week; then it will be posted on the RF homepage.

Q: *A k-2 school doesn't have AIMS/DRA for trend analysis, what data is admissible to show trends in reading?*

A: DIBELS and Terra Nova (2nd grade)

Q: *Who are the authors of the book The Voice of Evidence in Reading Research?*

A: Peggy McCardle is the editor.

Q: *We are opening a new school in August 2006. If we have enrollment forms and free lunch eligibility forms turned in before we submit in January and they are above 40% low income, can we include them in our grant request? Even though we do not know assessment scores yet?*

A: Use data from redrawn population boundaries.

II. CAPACITY

November 8, 2005

Q: *Does the district need to have one coordinator or does each school need to identify a person to be the coordinator?*

A: One RF Coordinator for district; At least one coach for each school (unless it is extremely small); coach/teacher ratio guidelines—1:20

Q: *Considering the large numbers of ELL students in K-3; is hiring a K-3 language interventionist an appropriate expenditure for the Reading First Grant?*

A: A Reading First Interventionist is for reading instruction not language instruction.

- Q: *Question number 9 on the application...All school personnel signatures of just K-3 or all staff on site? K-6, special area, special education?*
- A: Signatures from at least: K-3 teachers; Special Education Teachers; Reading Specialists (e.g. Title I); Special Areas (e.g. ELL); Paraprofessionals
 *All who are involved in reading instruction or who will be expected to be involved.
- Q: *We have 3 small schools with approximately 10 K-3 students at each location about ½ hr drive apart. Are we better off to hire:*
1. *One FTE coach and one FTE Assessment Coordinator*
 2. *Three FTE Coach/Assessment Coordinator (1 per school)*
 3. *Three PTE Coaches*
Three PTE Assessment Coordinators
** 1 for each school*
- A: consider coach/teacher ratio and consider one assessment coordinator
- Q: *What are the chances of small districts with 100-150 students k-3 being funded outside of the consortium or independent of a consortium?*
- A: Capacity will be the challenge...this challenge will need to be addressed in the plan.

II. LEADERSHIP

November 8, 2005

- Q: *How many days a year will Principals be required to attend off-site PD?*
- A: 5 days in the summer (before school starts) and 1 day every other month during school year (September-May)
- Q: *Schools that have participated in AZLEARNS;DIBELS training; Reading Academies...Are they still required to participate in duplicate training for RF?*
- A: No, but still required to participate in 5 days of professional development for teachers in summer.
- Q: *What is the difference between a reading specialist and a coach or counselor?*
- A: A reading specialist usually works *with students* teaching reading. A coach works *with teachers* in the areas of instructional design and delivery
- Q: *Does RF pay for salary of RF Coordinator, in part or whole? Can the RF Coordinator also have other duties? Is the RF Coordinator for the entire district or only RF schools?*
- A: This will depend on the size of the district and the number of schools served. The RF Coordinator is usually funded in part.
- Q: *RF Coordinator and Principal, can it be the same person or do the positions need to be separated out?*
- A: This will depend on the size of the district and the number of schools to be served.
- Q: *Where do schools find a reading specialist/coordinator that has relevant background in the components expected of RF?*
- A: Cast a wide net in the search...Be specific in job description/posting. Look for relevant reading training and experience in such areas K-3 Reading Academies; DLI; LETRS etc.

III. PLAN FOR IMPLEMENTING THE GRANT

November 8, 2005

- Q: *How does the SEI classroom fit into RF?*
A: Perfectly! SIOP is aligned.
- Q: *We already have an acceptable core reading program. Can we buy literature suggested by the core?*
A: Access to print is part of the plan, but funds may only be used to purchase core, supplemental and intervention materials only.
- Q: *What about the requirements for Title I schools that are in school improvement and need to provide outside supplemental services. Do the vendors need to meet SBRR requirements in providing services?*
A: Yes, if they are providing services in the area of reading instruction.
- Q: *Does the state have a list of SBRR programs?*
A: No. In 2003 a core program review was conducted using the *Consumer's Guide to Evaluating a Core Reading Program*. A copy of this review and the analyses of programs is available.
- Q: *How can districts and schools get a copy of the 2003 core program review?*
A: Contact the RF office by email: chabere@ade.az.gov
- Q: *Since we have a core program, can we buy a more comprehensive intervention program?*
A: Yes, it must be aligned with core and supported by data and SBRR
- Q: *What does a literacy coach do outside the 90-minute block?*
A: The Reading Coach:
- Spends about 80% of their time doing in and out coaching with teachers
 - Depending on literacy block: helps facilitate grade level conversations regarding core;
 - Supports the implementation of Tiers I, II, and III.

IV. ASSESSMENT

November 8, 2005

- Q: *Can these include teacher made assessments? (TCT)*
A: Valid and reliable assessments are a must. DIBELS is mandatory. Assessments in your core and intervention program are also acceptable.
- Q: *How were DIBELS benchmarks established?*
A: Benchmarks were established as a result of the work of the DIBELS researchers...See Technical Reports on the DIBELS website. (Technical Reports—DIBELS Research--@ <http://dibels.uoregon.edu>)
- Q: *What's going to stop the trajectory of success from k to 1st thus far? Mobility? What suggestions do you have to address this using the RF funds?*
A: We can only control how we spend our time with our students while they are in school. RF will help you make your instructional time as effective as possible.
- Q: *Based on DIBELS, we have identified that, our second graders are struggling with fluency. Further assessment on PALS has shown consistent phonics needs. If the core program doesn't address the need, what do we do in year 1 for interventions?*
A: Use supplemental materials that are SBRR to teach the specific big idea you are concerned with. Use DIBELS progress monitoring to assess student frequently. This will tell you if your intervention and instruction are working.

Q: *Can we pay for outside consultants?*

A: Throughout the grant, PD is provided by State. It is encouraged that LEAs budget for additional professional development associated with such items as PD that supports core, supplemental and intervention materials.

Q: *Can we hire an ELL specialist if we already have a reading coach?*

A: RF will fund coach, but ELL specialist will need to be funded from other sources.

Q: *What is meant by Technical Assistance?*

A: Technical Assistance is a global term that refers to State RF support for LEAs and schools in implementing their local RF plan.

VII. DISTRICT TECHNICAL ASSISTANCE

November 8, 2005

Q: *Will districts be ranked in the approval process by student performance/poverty levels as well as the effectiveness of the written application?*

A: There is an “approval” process for the grant review and scoring based on the strength of the plan of which need is a small part. We do not “rank” applications based on need, nor do we give priority points for need.

Q: *Will highly performing schools be considered for grant approval?*

A: It is unlikely that such schools would meet the eligibility criteria since part of the criteria for schools is that they must have at least 25% of third graders not meeting the standard on AIMS.

Q: *What is meant by “intensive” LEA technical assistance? Who in the LEA is responsible?*

A: The LEA assists any school site not making adequate progress, depending upon school’s specific need. Usually a district person is assigned the task of RF Coordinator as part of duties.

VIII. EVALUATION AND REPORTING

Q:

A:

IX. RESOURCES AND BUDGET

November 8, 2005

Q: *Will RF help fund an all day kindergarten program?*

A: No.

Q: *Can we buy library books that are recommended by the core?*

A: Yes, but make sure purchase aligns with core for class use and include informational texts for both class and library.

Q: *If we already have a core program in place, can we use funds to hire an Interventionist?*

A: Yes.

Q: *Can RF funds be used for school improvement?*

A: Can't supplant using RF funds

Q: *When will funds be available?*

A: July 1, 2006

Q: *What leadership roles and positions may be paid for with RF funds?*

A: Reading Coach, Assessment Coordinator and Interventionist

Q: Can RF funds be used to pay teachers for after schools interventions?

A: As long as the interventions are for K-3 students and the materials are SBRR

X. SUSTAINABILITY